

For Reference

NOT TO BE TAKEN FROM THIS ROOM

For Reference

NOT TO BE TAKEN FROM THIS ROOM

Ex LIBRIS
UNIVERSITATIS
ALBERTAENSIS



Typescript
degrees deposited in
the Faculty of Graduate
only.

A second co
work was done. Son
through the inter-1

These these rights of the author must be obtained if they are copied. When published work.

This thesis
regulations by the
secure the signatur

Please sign below:

Date _____

1142-1
1966
#85

THE UNIVERSITY OF ALBERTA

A DESCRIPTIVE SURVEY OF THE AMOUNT OF ECONOMICS
EDUCATION IN THE SOCIAL STUDIES IN THE
SENIOR HIGH SCHOOLS OF ALBERTA

by

Brian Maldwyn Jones

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

OCTOBER, 1966

Mathematics



Find the area of the rectangle. The length is 12 cm and the width is 8 cm.

Area = $l \times w$

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Descriptive Survey of the Amount of Economics Education in the Social Studies in the Senior High Schools of Alberta," submitted by Brian Maldwyn Jones in partial fulfilment of the requirements for the degree of Master of Education.

Date

Oct. 18, 1

ABSTRACT

This study analysed the economics content of the course of studies and the textbooks for the social studies in the senior high schools of Alberta. The study also examined the academic qualifications of eighty-eight Alberta senior high school social studies teachers.

The economics content of the course of studies and textbooks was measured against those economics concepts deemed by the National Task Force Report, Economic Education in the Schools, as a minimum economics education for United States high school students.

The results of the investigation revealed that:

1. Forty-four of the suggested ninety economics concepts were identified in the course of studies and textbooks for the social studies in the senior high schools of Alberta;
2. Of the eighty-eight teachers investigated thirty had no formal economics education, and eight had economics degrees.

Upon the basis of this analysis it was concluded that the course of studies and textbooks in the social studies for the senior high schools of Alberta were deficient in economics concepts. It was also concluded that the eighty-eight social studies teachers were generally inadequately prepared to teach economics.

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to the members of his committee, Dr. G. L. Berry, Dr. G. Farmer, and Dr. G. L. Mcwat for their valuable guidance and helpful criticism.

The writer would like to pay special tribute to his wife, Elaine, whose patience, encouragement and repeated typing of this thesis have done much to make this thesis possible.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE NATURE AND SIGNIFICANCE OF THE PROBLEM	1
	Introduction	1
	Statement of Problem	1
	Reasons for Examining Social Studies	2
	Importance of this Study	3
	Arguments for an Economics Education	4
	Limitations of the Study	9
	Definitions of Terms Used	11
II.	REVIEW OF LITERATURE	14
	Research on the Teaching of Economics	14
	Number of Students Taking Economics	21
	Teacher Preparation	23
	Economics Textbooks in the Schools	27
	Courses of Studies	30
	Summary	32
III.	DESIGN AND PROCEDURES	34
	Instrument Used to Examine Textbooks and	
	Courses of Study	34
	Procedures Used in Examining the Textbooks	
	and Courses of Study	36

CHAPTER	PAGE
The Questionnaire	39
The Pilot Study	41
IV. RESULTS OF THE ANALYSIS OF THE COURSE OF STUDIES, TEXTBOOKS, AND TEACHER QUALIFICATIONS	42
Findings Related to the Grade Ten Course of Studies and Textbooks	42
Findings Related to the Grade Eleven Course of Studies and Textbook	43
Findings Related to the Grade Twelve Course of Studies and Textbook	43
Summary of Findings of Social Studies 10, 20 and 30	50
Findings on Teachers' Academic Qualifications in the Pilot Study	50
V. SUMMARY OF THE STUDY, CONCLUSIONS, AND RECOMMENDATIONS	55
Summary	55
Conclusions	56
Recommendations	56
BIBLIOGRAPHY	58
APPENDIX A Correspondence	65
APPENDIX B Questionnaire	69
APPENDIX C Ninety Concepts	72

LIST OF TABLES

TABLE	PAGE
I. National Task Force Concepts as Found in the Obligatory Units of the Grade Ten Social Studies Course of Studies and Textbooks	44
II. National Task Force Concepts as Found in the Grade Eleven Social Studies Course of Studies and Textbook	46
III. National Task Force Concepts as Found in the Grade Twelve Social Studies Course of Studies and Textbook	48
IV. Social Science Courses Taken by Eighty-eight Social Studies Teachers	51
V. Economics Courses Taken by Eighty-eight Social Studies Teachers	52
VI. Countries Where Social Studies Teachers Received Economics Education	53

CHAPTER I

THE NATURE AND SIGNIFICANCE OF THE PROBLEM

I. INTRODUCTION

What influences the amount of economics education in the schools? Baker maintained that the amount of economics education depends upon the course of study, the textbooks, and the economic preparation of the teachers.

However, even though the economic course has lost favour, economic problems, topics, information and the principles have been included in the other courses such as American history, problems courses, home economics, business education, and vocational agriculture. The amount and quality of this integration are determined by the course of study, the economic preparation of the teacher, and the textbook used.¹

This study explored the amount of economics education determined by the course of study, the textbooks, and the formal economics education of the teacher of the social studies in the senior high schools of Alberta.

II. STATEMENT OF THE PROBLEM

The problem was to find answers to the following questions.

¹G. Derwood Baker, "Economic Education", Encyclopedia of Educational Research (Harris ed.; New York: The Macmillan Company, Third Edition, 1960), p. 400.

(1) What economics concepts are to be taught in the social studies in the senior high schools as specified by the Program of Studies for the Senior High Schools of Alberta, 1963?²

(2) What economics concepts are included in the prescribed textbooks for the social studies in the senior high schools of Alberta?

(3) What formal economics education do the high school teachers of the social studies possess?

The third question was asked because it is a widely accepted philosophy that more knowledge in a subject will encourage a teacher to teach more than that prescribed by the course of study and the textbooks. Frankel expressed it:

In essence, teacher competency in economic education is necessary for discerning judgments and for proper guidance for students in achieving economic understanding.³

Moreover, an Oklahoma study claimed "that the economic education of the teacher does make a difference in the number of economic concepts taught."⁴

III. REASONS FOR EXAMINING SOCIAL STUDIES

The social studies were examined for the economics concepts for two reasons. First it seemed reasonable to assume that if economics

²Department of Education, Province of Alberta, Program of Studies for the Senior High Schools of Alberta, 1963 (Edmonton: Queen's Printer, 1963).

³M. L. Frankel, Economic Education (New York: The Center for Applied Research in Education Inc., 1965), p. 37.

⁴Kenneth Lynn Hillier, "The Effect of the Economic Education of Teachers on the Number of Economic Concepts Reported Taught" (unpublished Doctoral thesis, Oklahoma State University, Stillwater, 1959), p. 42.

were taught in the schools, other than in the actual economics course, it would be taught in the social studies since, "The social studies comprise a portion of the school curriculum wherein the content, findings, and methods of social sciences are reorganized for instructional purposes."⁵ Economics is generally regarded as one of the social sciences. For instance, two authorities, the Library of Congress and the Encyclopedia of Social Sciences, included it among the social sciences.⁶

The second reason is that social studies is required of all high school students in Alberta.⁷ The formal economics course in the Alberta high schools is an elective which, in 1964, only 7.7 per cent of the eligible students took.⁸ Other courses in which some economics may be taught, such as business education and home economics, are also electives.

IV. IMPORTANCE OF THIS STUDY

Many arguments, which will be given later, exist for an economics education. It would appear that the framers of the curriculum, by their inclusion of economics in the social studies course, have agreed with

⁵Richard E. Gross, William V. Badger, "Social Studies", Encyclopedia of Education Research (Harris ed.; New York: The Macmillan Company, Third Edition, 1960), p. 1296.

⁶Ibid.

⁷Department of Education, Province of Alberta, Senior High School Handbook (Edmonton: Queen's Printer, 1965), p. 23.

⁸Department of Education, Province of Alberta, Fifty-Ninth Annual Report of the Department of Education of the Province of Alberta, 1964 (Edmonton: Queen's Printer, 1965), pp. 182-187.

some of these arguments. If economics is required to be taught in the social studies, then an examination of the amount taught is important.

V. ARGUMENTS FOR AN ECONOMICS EDUCATION

The first argument arises from the fact that North Americans periodically make decisions on their government by their vote. Democracy is preserved by voters who, when they vote, use some considered judgment. A considered judgment is made from a body of knowledge. Since modern governments are constantly involved in making decisions that affect the economic life of the individual or the nation voters require some knowledge of economics.

Lewis contended:

Democracy -- and this we have on the very highest authority means government by the people. But the affairs of government, in large and increasing measure are economic affairs. . . . The simple business of living in the United States in our age calls increasingly upon men to participate actively with other men, in the gigantic undertaking of collective governmental decision-making on a vast array of complex economic problems and issues. It is demanded of these men that they have economic understanding. The stakes to put the matter bluntly are the survival of democracy and human freedom.

Freedom and democracy are abstract concepts, but the matter of their preservation is concrete and immediate. This is our democracy and we are the people on whose economic understanding and economic sense the outcome of our epic adventure rests.⁹

⁹Ben Lewis, "Economic Understandings -- Why and What", The American Economic Review, Vol. 48 (May, 1958), p. 658.

Other writers with similar views are Ellis, McConnell, and Bach.¹⁰

It would follow from this that a knowledge of economics to preserve democracy becomes more pressing every day, if it is true as many authorities state, that government is constantly increasing its intervention in the economic role of the nation.

A second argument for an economics education may be found in the definition given to economics by Marshall. "Economics is a study of mankind in the ordinary business of life."¹¹ Since economics plays such a large part in people's lives, there is need for its study.

Abbott stated this economic involvement thus:

None of us can escape being involved with economics. Since the day we were born, every one of us has had to live in an economic environment and face a continual succession of economic problems. And no matter what an individual among us turns out to be -- a business executive, scientist, jazz pianist, or writer of the Great American Novel -- every one of us will be heavily involved with things economic until the day we die. In fact, the life pattern of every reader of this book will be shaped to a large extent by economic events.¹²

The third contention is a vocational one. It arises from the involvement of society in economics. As government and private industry

¹⁰Howard S. Ellis, "This is Economics", The American Economic Review, Vol. 51 (May, 1961), p. 571; Campbell R. McConnell, Economics, Principles, Problems and Policies (New York: McGraw-Hill Book Inc., Second Edition, 1963), pp. 3-4; George Leland Bach, "Economics in the High Schools", The American Economic Review, Vol. 51 (May, 1961), p. 579.

¹¹Alfred Marshall, Principles of Economics (London: Macmillan and Company, Eighth Edition, 1946), p. 1.

¹²Lawrence Abbott, Economics and the Modern World (New York: Harcourt, Brace and World Inc., 1960), p. 2.

become more concerned with economics, they employ more trained economists.

Chamberlin perceived:

It is certain that the number of trained economists in demand will increase in the next 10 or 20 years especially with the increasing participation of the United States in world affairs -- economic and socio-economic in character. Millions of people the world over are moving from agricultural to industrial economies, with an enormous demand for men and women trained in economics. The future is promising for young people training themselves for places in this profession.¹³

An economics education is also of value to one who enters business on his own. As McConnell stated:

Economics is of practical value in business. An understanding of the over-all operation of the economic system puts the businessman in a better position to formulate his policies. For example, if he understands the causes and consequences of inflation, he is better equipped during inflationary periods to make intelligent decisions concerning his enterprise than he might otherwise.¹⁴

An academic view for an economics education exists. That economics is a study concerned with a body of knowledge is sufficient for some people to argue for an economics education. McConnell showed he was one of them:

There is the matter of seeking knowledge for the sake of knowledge. We live in a complex physical and social environment -- we ought to be curious about the nature of it.¹⁵

¹³Jo Hubbard Chamberlin, Careers for the Social Scientists (New York: Henry Z. Walth Inc., 1961), p. 71.

¹⁴McConnell, op. cit., p. 3.

¹⁵Ibid.

Chamberlin, pursuing the academician's approach, argued that economics should be taught since economics is concerned with "obtaining the greatest good for the greatest number": and because

Economists study the whole process through which man makes a living and satisfies his wants for food, shelter, service or amusement, and the conditions favouring or hampering his economic development. This includes where, how, and what man produced, how goods and services are distributed and paid for. They study the organization of industries; the labor supply and its use; the commercial banking and credit structure, and government finance, both local and national; international trade and how it is financed; the national income and wealth, its production and distribution; the growth and shifts in population; standards of living; the use and conservation of land and natural resources.¹⁶

A fifth contention for an economics education comes from the prophets of despair. An economics education is needed to cope with the problems of the future. Lewis has argued that "the next economic calamity will make the Great Depression look like a picnic."¹⁷ The National Task Force Report presented a list of present and future problems which included,

inflation, recession and unemployment, a lagging rate of economic growth, the impact of automation, the "farm problem", financing of schools and highways, medical care for the aged, foreign aid, government deficits, and taxes.¹⁸

An economics education is needed, but where will it be obtained? According to Baker, economics appeared as a school subject in North America as early as 1900. It, however, kept appearing and disappearing

¹⁶Chamberlin, loc. cit.

¹⁷Lewis, loc. cit.

¹⁸Economic Education in the Schools, A Report of the National Task Force on Economic Education, (New York: Committee for Economic Development, 1961).

as the economic climate changed from prosperity to depression, and back again. The only place where economics was taught in a formal manner was the university where it was introduced as a separate discipline in the second half of the nineteenth century.¹⁹

In such a case the majority of students would not get a formal economics education since only a minority attends university and not all university students take economics.

The National Task Force stated:

If our citizens of tomorrow are to achieve the desired minimum of economic understanding, most of them must get it in the schools. It is no good to say that they can wait until college, for less than half of them go on to college, and most of those do not study economics when they get there. Thus, most of our youth must rely on high schools for the economics they are to learn.²⁰

This stand has been echoed by Baker:

The problem of designing a program for economics education in the secondary school when the curriculum is already overburdened and subject to the pressures of many specific interests and social needs is not a simple one, yet more than half our youth do not go beyond high school. If they are to get economics education at all, it will be in the elementary or secondary school.²¹

Since a smaller proportion of Alberta senior high school students go to university than do U. S. high school students, the National Task Force and Baker contentions are more cogent in the case of Alberta students.

¹⁹G. Derwood Baker, loc. cit.

²⁰Economic Education in the Schools, op. cit., p. 7.

²¹G. Derwood Baker, op. cit., p. 399.

In summary there are at least six arguments for an economics education. The arguments centre around (1) the preservation of democracy, (2) the fact that everybody is involved in economics, (3) the need for trained economists, (4) the use of economics in business, (5) the academic viewpoint -- knowledge for its own sake, and (6) the prospect of economic calamity.

Since most people finish their formal education in high school, the only place where the majority of people may obtain a formal economics education is in the elementary or secondary schools.

VI. LIMITATIONS OF THE STUDY

The amount of economics taught in the schools depends upon many factors. This study examined only the course of study, the formal economics preparation of the teacher at university, and the textbooks used in the social studies.

The economics preparation of the teacher is the product of many variables. Miller showed that as well as the academic qualifications of the teacher, age, property, stock holdings, and other job experiences had an influence upon the economics knowledge of the teacher, and hence upon his teaching.²² The analysis of the economics preparation of the social studies teachers in this study was limited to their formal economics education at university.

²²Elwyn R. Miller, "Studies in Economic Education in Iowa, Part I, The Teacher in the Secondary School", (unpublished Doctoral thesis, State University of Iowa, Iowa City, 1956).

This study was limited to an examination of the academic preparation of eighty-eight social studies teachers who returned the questionnaire. The sending of the questionnaires to the social studies teachers was in the nature of a pilot study. The eighty-eight teachers are not a statistical sample of the senior high school social studies teachers of Alberta. The non-parametric nature of this pilot study is a limitation of the study.

An examination of the course of study was limited to Social Studies 10, 20, and 30, as contained in the Program of Studies for the Senior High Schools of Alberta, 1963.²³ Economics concepts are taught directly or indirectly in courses other than Social Studies 10, 20, and 30. For instance, they are taught in Economics 30, an elective course, and in such subjects as business education, mathematics and home economics. The amount of economics concepts in subjects other than Social Studies 10, 20, and 30 was not investigated.

This study was restricted to an examination of Consumer Education, Our European Heritage, and Canada in the Modern World,²⁴ the three textbooks prescribed respectively for Social Studies 10, 20, and 30 in the Program of Studies for the Senior High Schools of Alberta, 1963;²⁵

²³Department of Education of the Province of Alberta, Program of Studies for the Senior High Schools of Alberta, 1963 (Edmonton: Queen's Printer, 1963).

²⁴N. E. Brown, Consumer Education (Toronto: The Macmillan Company of Canada Limited, 1964); Bertha Lawrence, Louis C. Mix, and C. Stanley Wilkie, Our European Heritage (Toronto: J. M. Dent & Sons (Canada) Limited, 1964); Bertha Lawrence, L. C. Mix, C. S. Wilkie, and Edgar McInnis, Canada in the Modern World (Toronto: J.M. Dent & Sons (Canada) Limited, 1955).

²⁵Department of Education, loc. cit.

and to Our Heritage from the Past and The Citizen and Local Government,²⁶ textbooks authorized by the Department of Education for use in Social Studies 10.²⁷

The course of study and the textbooks were examined for the existence of the economics concepts given in the National Task Force Report.²⁸ The investigator alone made the judgment that these concepts existed, or did not exist, in the course of study or textbooks. This subjective judgment of the investigator is a limitation of the study.

The investigator assumed that a teacher with no university economics courses would teach only those economics concepts which were explicitly expressed in the course of study and the textbooks, and not teach any others. This assumption is a limitation of the study.

Economics instruction in junior high and elementary schools was not examined.

VII. DEFINITIONS OF TERMS USED

Economics. "Economics" is defined as "the science which studies human behaviour as a relationship between ends and scarce means which

²⁶W. G. Hardy, Our Heritage from the Past (Toronto: McClelland and Stewart Limited, 1964); George K. Greason and Roy C. King, The Citizen and Local Government (Toronto: The Macmillan Company of Canada Limited, 1964).

²⁷Department of Education, Province of Alberta, Interim Senior High School Curriculum Guide for Social Studies 10, 20, and 30 for 1964-65 (Edmonton: Queen's Printer, 1964), p. 6.

²⁸Economic Education in the Schools, op. cit., pp. 22-63

have alternative uses."²⁹ Until Robbins provided this definition, economics had no clear definition. As Kirzner wrote:

Something of a turning point in discussions on the nature of economic science and economic affairs came in 1930 with the appearance of Robbins' Nature and Significance of Economic Science. Professor Robbins brought to the problem a method of attack that clearly revealed the logical inadequacies of earlier conceptions of the economic sector of affairs. At the same time he set forth his own positive definition of economics with effective simplicity and persuasive literary charm.³⁰

This Robbins' definition has a fairly general acceptance among economists, as Gayer, Harriss and Spencer remarked:

The views expressed in the next selection, by a distinguished London professor, on the nature of economics have been severely criticized. Yet they would probably be endorsed by a large fraction of the American economic profession.³¹

Social Studies. The definition of "social studies" is that provided by Gross and Badger.

The social studies comprise a portion of the school curriculum wherein the content, findings, and methods of social science are reorganized for instructional purposes.³²

²⁹Lionel Robbins, Nature and Significance of Economic Science (New York: Macmillan and Company, 1933), p. 16.

³⁰Israel M. Kirzner, The Economic Point of View (New York: D. Van Nostrand Inc., 1960), p. 108.

³¹Gayer, Harriss and Spencer, editors, Basic Economics -- A Book of Readings (New York: Prentice Hall Inc., 1955), p. 11.

³²Gross and Badger, loc. cit.

Social Studies 10, Social Studies 20, Social Studies 30. The terms "Social Studies 10," "Social Studies 20," and "Social Studies 30" refer respectively to the Alberta grades ten, eleven and twelve social studies courses as included in the Program of Studies for the Senior High Schools of Alberta, 1963.³³

Social studies teacher. A "social studies teacher" is one who teaches one or more courses of Social Studies 10, 20, or 30.

Course of studies. The term "course of studies" will be used in this study to mean the Alberta Department of Education's Program of Studies for the Senior High Schools of Alberta, 1963.³⁴

Textbooks. The terms "textbook" or "textbooks" will refer to one or all of the five prescribed or authorized textbooks, Consumer Education, Citizen and Local Government, Our Heritage from the Past, Our European Heritage, and Canada in the Modern World.³⁵

³³Department of Education, op. cit.

³⁴Ibid.

³⁵op. cit.

CHAPTER II

REVIEW OF LITERATURE

I. RESEARCH ON THE TEACHING OF ECONOMICS

Many teachers argue that high school students are too immature to be taught economics. Some of these teachers may argue this way to cover up their own deficiencies: possibly they are poorly prepared in economics content and methodology. Studies in the United States and Canada show that teachers are not well prepared academically in economics. The National Task Force commented on the U. S. situation: "most teachers in the social studies have insufficient preparation in economics to teach the subject effectively."¹ Randall gave some indication of the situation in Canada in her study.² She reported that about fifty per cent of the social studies teachers in the high schools of Alberta had not taken any university courses in economics.

Another reason that high school students may appear immature arises from the fact that the material and methodology have not been selected or adjusted to the level of the high school student.

¹Economic Education in the Schools, A Report of the National Task Force on Economic Education (New York: Committee for Economic Development, 1961), p. 8.

²Ruth Esther Randall, "The Training of Teachers for Social Studies Instruction" (unpublished Master's thesis, University of Alberta, Edmonton, 1963).

Gooch reported the main complaint of the Seventh Conference on Educational Policies held in 1939, entitled "How Can Economic Illiteracy Be Reduced?"

Apparently the most common complaint at this conference was that classical economic theory is too complex and too abstract for most high school students. Therefore, if economic illiteracy is to be greatly reduced through the public secondary school, the economic materials taught in this instruction must be modified. It was suggested that the students first be acquainted with greatly simplified materials, that he be taught the ABC's of economics: the ABC's of saving, consumption, pension plans, limitations of output, wages, labour unions, economic balance, the economics of war, new occupations.³

Since the end of the 1939-45 war considerable research has been done into the methodology of economics teaching. Several studies have shown that economics can be taught to secondary, elementary and even kindergarten students.

Most of the studies reported here were conducted in the United States. Only one study, a study of the economics understandings of grade twelve students in Regina, is reported for Canada.⁴

At least four studies have been made with elementary or kindergarten children in the United States. Robison conducted an experiment with controlled and experimental groups of kindergarten children in New York.⁵

³Wilbur Gooch, "Economics Education on the Secondary Level" Economic Education Eleventh Yearbook, National Council for the Social Studies (Washington, 1940), pp. 19-37.

⁴Morris Wilfred Campbell, "Economic Understanding of Grade 12 Students" (unpublished Master's thesis, University of Alberta, Edmonton, 1964).

⁵Helen F. Robison, "Learning Economic Concepts in Kindergarten" (unpublished Doctoral thesis, Columbia University, New York, 1963).

She wanted to demonstrate that kindergarten children could learn simple concepts within the discipline of economics. Three "key" concepts taken from the concepts listed by the National Task Force on Economics Education were taught to the experimental groups. The concepts were demonstrated by a focus on "New York's Food Supply." From the results of the non-verbal tests that were given to both groups Robison concluded that kindergarten children can (a) learn economics concepts, (b) develop logical thinking from these concepts, and (c) develop further concepts from their thinking within the content area.

Darrin gave twenty-eight concepts taken from Key Understandings in Economics prepared by the National Education Association's Council for the Advancement of Secondary Education, to forty-seven grade six classes. On post-testing Darrin concluded the students' knowledge of economics was significantly greater after the teaching was done than before. He further concluded that the children had acquired sufficient knowledge of the concepts to warrant the teaching of economics at the grade six level.⁶

A third study which showed the feasibility of teaching economics to elementary school children was a University of Southern California study conducted by Beaubier. Beaubier set out to discover if grade

⁶Garney Lewis Darrin, "Economics in the Elementary School Curriculum: A Study of the District of Columbia Laboratory Schools" (unpublished Doctoral thesis, University of Maryland, College Park, 1959).

six children could be taught three social science generalizations under optimum conditions. One of these generalizations was in economics. A sample of 228 students was used. The sample was divided into three groups matched according to sex and intelligence quotient. The groups were experimental, controlled and regular. Eight classroom periods were used to teach the generalizations. Data for evaluation were obtained by a pretest and a post-test. The experimental group recorded a significant increase in understanding in all areas, but particularly in that of economics and anthropology. On the basis of this Beaubier recommended that schools should teach concepts of increased depth and understanding in the social studies program.⁷

The final study to be reviewed on the ability to teach economics concepts to elementary school children was the one mentioned by Senesh on the televised "Winter Conference on Education."⁸ Senesh reported on successfully conducting a lesson in teaching the "division of labour" concept to elementary school children. He showed that the appropriate method would produce the desired result. In the lesson, one group in the class made gingerbread men by the "division of labour" technique, while the other group made them by the individuals performing all the tasks of manufacture. When the students realized that the "division

⁷William Edward Beaubier, "Capacity of Sixth Grade Children to Understand Social Science Generalizations" (unpublished Doctoral thesis, University of Southern California, Los Angeles, 1962).

⁸Lawrence Senesh, "Winter Conference on Education" (Canadian Broadcasting Corporation Television, Toronto University, January, 1964).

of labour" group had made more gingerbread men in the same time as the other group, they recognized the existence of the value of the "division of labour" in economics.

One may conclude from these studies that economics may be taught to kindergarten and elementary school children. If economics concepts may be taught to these children, then one may further logically conclude that secondary school students may be taught economics. Experimental studies support this logic.

Several studies have been made examining the ability to teach economics to secondary students. One was conducted by Sewell at the University of Texas. Sewell tested 922 students on thirty-four economics concepts taken from the Key Understandings in Economics. Five hundred and eighteen of these students had a three weeks course in economics; four hundred and four had not. Those students who had received the three weeks course scored significantly higher on the test than those who had not received the formal instruction.⁹

A second study was conducted by Deitz at the University of California. This study did not concentrate solely on the ability to teach economics to secondary school students. It included an examination of other variables involved in the success or failure of secondary school students on a forty-three item economics test constructed by Deitz. It considered variables such as political background of parents,

⁹Edward Granville Sewell, "The Evaluation of Attitudes and Understandings of Students in Secondary School Economics" (unpublished Doctoral thesis, University of Texas, Austin, 1958).

education of parents, sex, age, education pattern, and earnings of the student. Deitz tested 3,908 students from randomly selected schools. Among other things he concluded that senior students who had received economics instruction were significantly superior in scores on the test than those who had received no formal economics.¹⁰

Campbell examined grade twelve students in the Regina, Saskatchewan public school system with a "Test in Economic Understanding Form A and B" to investigate their economics understanding related to their sex, socio-economic status, intelligence, and a specific course in high school economics. From the results of this test Campbell concluded that students of male sex, higher socio-economic status and intelligence scored significantly greater on the test than others. He also concluded that the scores of the students who had taken the economics course were significantly higher than the scores of non-economics students, when the scores had been adjusted for the factors of socio-economic status and intelligence.¹¹

Two American studies of a similar nature, that is, comparisons made between two groups by testing for economics concepts, produced results not so convincing. Madsen tested 1,605 students on an instrument obtained by extracting concepts from economics textbooks. One-third of the students had taken economics before. His tests showed that there was no significant difference in scores between those formally

¹⁰James Emery Deitz, "Economic Understandings of Senior Students in Selected California High Schools" (unpublished Doctoral thesis, University of California, Los Angeles, 1963).

¹¹Morris Wilfred Campbell, op. cit.

trained in economics and those not trained. Madsen argued that the results may be the product of the lack of enthusiasm with which economics is taught and consequently received in the senior high schools.¹²

Linn, in a University of Southern California study, analysed the teaching of certain topics in California Public Junior Colleges. Linn pretested university entrants on forty-seven topics declared "to be indispensable for those who would be economically literate" by the Council for the Advancement of Secondary Education in their report Key Understandings in Economics. Linn thought that courses or units in economics in the high school were ineffective. However, according to Linn economics topics taught in the first year junior colleges were taught successfully. Linn concluded that examinations should be made of high school teacher preparation in economics and classroom techniques.¹³

In summary these studies would indicate that an economics understanding by school students depends largely upon the educational environment. It was argued that poorly prepared teachers, lack of enthusiasm in economics teaching, and poor textbooks, produced little results in economics understanding among the students. In an optimum situation the reverse was the case. The question may be asked, how many students who take economics in Canada and the United States are exposed to a poor educational environment in terms of economics education? First, how many students take economics?

¹²Gibb Russell Madsen, "Economic Concepts and Understandings of Senior High School Students" (unpublished Doctoral thesis, University of Utah, Salt Lake City, 1961).

¹³John Howard Linn, "An Analysis of the Teaching of Certain Topics in the California Junior Colleges" (unpublished Doctoral thesis, University of Southern California, Los Angeles, 1958).

II. NUMBER OF STUDENTS TAKING ECONOMICS

Nearly all students in Canada and the United States are taught certain economics concepts with varying degrees of emphasis and efficiency in such required courses as social studies and mathematics. However, formal economics is usually an elective. For instance, the economics course offered in Alberta, Economics 30, is an elective for grade twelve students. Only 7.7 per cent of grade twelve students took Economics 30 in 1964-65.¹⁴ In 1964-65 one hundred and ninety-one students took economics in Manitoba. Of the 3,924 grade twelve students in Newfoundland in 1962-63, 1,617 took economics. In British Columbia in 1960-61 ninety-two took economics out of 2,010 correspondence school students.¹⁵ The Annual Education Reports of the other provinces gave no evidence of economics having been taught in recent years.

In the United States the number of students taking the formal economics course has varied over time. The National Council for the Social Studies devoted its Eleventh Yearbook to a study of economics education. Gooch, in one of the articles in the Yearbook, examined the amount of attention given to economics in the curricula of United

¹⁴Department of Education, Province of Alberta, Fifty-Ninth Annual Report of the Department of Education of the Province of Alberta, 1964 (Edmonton: Queen's Printer, 1965), pp. 182-187.

¹⁵Province of Manitoba, Report of the Department of Education, 1965 (Winnipeg, 1965), p. 67; Government of Newfoundland, Annual Report of the Department of Education for the Year Ending March 31, 1963 (St. John's, 1963); Superintendent of Education, Ninetieth Annual Report 1960/61 (Victoria, 1961).

States schools from 1865 to 1940. It appeared the attention given to economics depended upon the economic situation in the country. If the country were in a depression, economics increased in the curriculum; if the country were in a boom, economics decreased. Paralleling the attention given to economics in the curriculum the number of students involved in economics rose or fell. In 1940 Gooch estimated that only five per cent of the students received economics courses.¹⁶

In a 1951 study, McKee and Moulton reported that only five per cent of all high school students in the United States took the equivalent of a one semester course in economics.¹⁷

Another source for the number of students taking formal economics in United States high schools is the Encyclopedia of Educational Research. The article "Economic Education" by Baker reported that in 1934 only 4.93 per cent of high school students took an economics course. In 1947 this figure had dropped to 2.7 per cent. Baker listed as reasons for this decline in percentage: (1) the increased productivity of the United States, (2) the competition of other courses with or without economic content, (3) the little respect or interest shown by colleges in economics taught below college level, (4) the fact that teachers were not required to take economics for social studies training,

¹⁶Wilbur Gooch, loc. cit.

¹⁷Captain W. McKee and Harold G. Moulton, Survey of Economic Education (Washington, D.C.: The Brookings Institution, 1951).

(5) the introduction of consumer education courses, and (6) the removal of interest in economics during the war years.¹⁸

The fourth study is found in the Report of the National Task Force on Economic Education, Economic Education in the Schools. In July 1960 the Committee for Economic Development, with the blessing of the American Economics Association, created a task force of leading economists and secondary school educators in the United States.¹⁹ The Report stated that only five per cent of the high school population took economics as a separate subject.²⁰

III. TEACHER PREPARATION

Poor teaching is the result of many causes -- one being teacher preparation. Several studies have been made specifically in this area of teacher preparation for economics teaching. Other studies have been only partly concerned with this preparation.

¹⁸G. Derwood Baker, "Economic Education", Encyclopedia of Educational Research (Harris ed.; New York: The Macmillan Company, Third Edition, 1960), pp. 398-402.

¹⁹The members of the Task Force were George Leland Bach, Chairman, Dean of the Graduate School of Industrial Administration, Carnegie Institute of Technology; Arno A. Bellack, Professor of Education, Teachers College, Columbia University; Lester V. Chandler, Chairman of the Department of Economics, Princeton University; M. L. Frankel, Director of the Joint Council on Economic Education; Robert Aaron Gordon, Chairman of the Department of Economics, University of California, Berkeley; Ben W. Lewis, Chairman of the Department of Economics, Oberlin College; Paul A. Samuelson, Professor of Economics, Massachusetts Institute of Technology; and Floyd A. Bond, Executive Secretary, Dean of the School of Business Administration, University of Michigan.

²⁰Economic Education in the Schools, op. cit., p. 4.

Mooty in 1932 sent an eleven page questionnaire to three hundred Iowa teachers. She asked questions regarding academic qualifications, business experience, and the number of other subjects taught by the economics teachers. Only eighty-seven teachers replied. This poor response may have been due to the great length of the questionnaire. She discovered from these returns that only half the teachers had any formal economics training, and then it was only one course -- that of economics principles. Less than half the teachers had experience in business. The teachers who taught economics also taught three other subjects on the average. Since those who did not reply greatly outnumbered those who did, no great value can be placed on the conclusions that Mooty drew.²¹

Wagner of the Bureau of Business and Economic Research, State University of Iowa, examined 157 teachers at a summer workshop regarding their professional background, experience, socio-economic backgrounds and professional experience. He related these findings to their competence on certain tests of economics concepts. Wagner discovered that generally the teachers were weak in the areas of current economic problems, current terms and current economic thinking.²²

²¹Helen Margaret Mooty, "The Status and Content of Economics in Iowa Schools" (unpublished Master's thesis, State University of Iowa, Iowa City, 1932).

²²Lewis E. Wagner, "Studies in Economic Education III. Testing Economic Knowledge and Attitudes" (Bureau of Business and Economic Research, State University of Iowa, Iowa City, 1955).

Miller, in a 1956 study, followed up Wagner's work by examining the competence of one hundred economics teachers in six Iowa counties. Miller related their competence to such variables as socio-economic background, property holdings, education, age, sex, professional training, experience, views on the future, grasp of professional and educational information, attitudes towards and grasp of economic affairs. The sources of information were two tests (Professional Information of the National Teachers Examination and an economics test designed by the Bureau of Business and Economics Research, State University of Iowa), transcripts of the teachers, and personal interviews. Miller discovered that the teachers scored significantly better than the advanced economics students at the Iowa State University, except in the case of current economics terminology and current economics areas. The years of experience helped. The average teacher had been out of university for fifteen years. Miller's conclusions were the same as Wagner's. Miller concluded that the teachers did not need to have methodology and material specifically designed for economics education nearly as much as they needed aid in acquiring knowledge of basic economics concepts and vocabulary. He concluded from his observations that there was a lack of total economics training among the teachers, a lack of recency of economics courses, and a lack of realization of the function of theory.²³

²³Elwyn R. Miller, "Studies in Economic Education in Iowa, Part I: The Teacher in the Secondary School" (unpublished Doctoral thesis, State University of Iowa, Iowa City, 1956).

Hillier investigated the teaching of economics concepts by 298 teachers who had graduated from Oklahoma State University between the years 1955-57. He related the teachers' statements on how well they taught a certain 102 topics to their economics education. Hillier discovered that those teachers with economics courses claimed they taught more economics concepts than those without formal economics courses. From which findings Hillier concluded that the economics education of the teachers does make a difference in the number of economics concepts taught.²⁴

Marmas studied the teacher preparation in economics at California State colleges by the use of a questionnaire and a test. He compared the scores of social studies, business education, and home economics majors with the scores of other teachers. The results showed that the business education and social studies majors were significantly superior to all others in economics understandings.²⁵

A University of Alberta study on the training of teachers for social studies instruction recommended there be more academic courses for the teachers of the social studies in Canada. Randall in an examination of the requirements of selected Canadian and United States universities discovered that all Canadian universities required courses

²⁴Kenneth Lynn Hillier, "The Effect of the Economic Education of Teachers on the Number of Economics Concepts Reported Taught" (unpublished Doctoral thesis, Oklahoma State University, Stillwater, 1959).

²⁵James Gust Marmas, "Teacher Preparation in Economics at California State Colleges" (unpublished Doctoral thesis, Stanford University, Stanford, 1961).

in history for their potential social studies teachers. Eighty per cent required courses in geography; none in economics. However, most universities in Canada provide opportunities for students to take economics. Of the 238 Alberta social studies teachers questioned by Randall sixty-seven per cent had more than three courses in history; only nine per cent had more than three courses in economics. Why Randall chose three economics courses as a criterion of economics understanding she did not state. Nor did she make any comment on the quality of the economics courses.²⁶

Linn, in his study, suggested that teacher-training institutions should make certain that prospective business and economics teachers were well qualified in both educational techniques and business economics.²⁷

In the course of these and other studies frequent references were made to the content and authority of the economics textbooks used in the schools.

IV. ECONOMICS TEXTBOOKS IN THE SCHOOLS

All the studies referred to in this section are American. The textbooks are specifically on economics, not general social studies which include some aspects of economics. The lack of information on

²⁶Ruth Esther Randall, op. cit.

²⁷John Howard Linn, op. cit.

textbooks used in economics courses in Canada would imply that research may be of value in this area.

An historical approach to the textbooks may be found in the Eleventh Yearbook of the National Council for the Social Studies. Gooch divided the history of economics teaching into five periods: (1) before 1865, (2) 1865 to 1900, (3) 1900 to 1920, (4) 1920 to 1930, and (5) 1930 to 1940. He examined the textbooks within these periods, concluding that most of the textbooks were either university books or watered-down versions of such books. The organization of the textbook was established before 1900 with the materials obtained from English political economy treatises. Gooch noted that even up to 1940 the organization was still traditional. Among other studies quoted, Gooch mentioned one by Games, who had compared eight widely used high school economics textbooks before 1929 with eight widely used books after 1929. Despite the depression of post 1929, Games concluded that the total change in the books was not impressive.²⁸

Another study of material used in economics textbooks was that of McKee and Moulton. By way of an examination of study materials and the professional qualifications of the textbook writers, McKee and Moulton concluded that (a) the textbooks did not give economics understandings that the times require, (b) the authors had limited economics training particularly in practical application, and (c) generally the treatment of problems was limited both quantitatively and qualitatively.²⁹

²⁸Wilbur Gooch, op. cit.

²⁹McKee and Moulton, op. cit.

Miller in his study, which was devoted largely to the examination of teacher competence, suggested that there was a need for a good economics text. His recommendation was based upon teacher comments made about high school economics textbooks during his interviews with the teachers. Miller showed no statistics in this area, nor did he refer to the textbooks criticized, nor the manner and extent of teacher criticism. Consequently Miller's observations in this respect have little real value.³⁰

Fourthly, Olson reported in The American Economic Review that twelve economists had examined the textbooks used in senior high schools across the United States. They discovered that the textbook authors refrained from controversy; that the books were basically descriptive and not analytical; that broad market force received little attention; and that micro-economics were the main studies giving the impression that economics provided training for an occupation. Olson strongly expressed himself on the omission of macro-economics in these words: "without question, however, the treatment of macro-economics is so inadequate as to be classed as a significant omission."³¹

Madsen, when testing the economics understandings of senior high school students by means of concepts extracted from economics textbooks, discovered that the economics terms in the press and journals were not the same as those found in economics and social studies

³⁰Elwyn R. Miller, op. cit.

³¹Paul R. Olson, "This is Economics in the Schools", The American Economic Review Vol. 51 (May, 1961), pp. 564-570.

textbooks. It would appear then that Madsen's findings support those studies that maintained textbooks and teachers were out of touch with the current economics problems and terminology.³²

Finally, the National Task Force on Economic Education reported that though textbooks were improving, students were given in most cases only a "running glance at a wide array of economic topics."³³

V. COURSES OF STUDIES

A history of the content of economics offered in the American public high schools before 1940 was given in the articles by Harap, Gavian and Gooch in Economic Education, the Eleventh Yearbook of the National Council for the Social Studies. From these articles were gleaned the facts that in elementary education, economics concepts were generally taught during science classes when such topics as food, conservation, and clothing were being discussed. In secondary education the formal economics courses were patterned after university courses with some modifications. Certain problem areas were introduced for example. However, the courses concentrated upon the production, exchange and distribution sides of economics, neglecting the consumption side. This was not so much the fault of the courses of study as of economists up to 1929. Until the Great Depression the "genuine importance" of consumption was not recognized. The depression and post-depression

³²Gibb Russell Madsen, op. cit.

³³Economic Education in the Schools, op. cit., p. 9.

days changed that. The majority of the courses of study emphasized consumption economics. By 1940 the growth of consumer economics was so great that formal economics as a school subject stood in danger of losing its existence to a separate subject called by such names as "Consumer Economics" or "Consumer Education". What formal economics courses remained were marked by their emphasis on the problems approach to economics introduced at the turn of the century.³⁴

As textbooks were attacked for being superficial, so Haley attacked American university "survey courses" in economics. He criticized introductory or survey courses as offering really nothing; he advocated courses that showed economics interrelationships.³⁵

Marani discovered a weakness in the examination of certain problem areas in economics. She recommended that local studies should be incorporated into the courses to define the appropriate concepts.³⁶

³⁴Henry Harap, "Survey of Material Now Taught", Economic Education Eleventh Yearbook (National Council for the Social Studies, Washington, D.C., 1940) pp. 1-4; Ruth Wood Gavian, "Economic Education in the Elementary", Economic Education Eleventh Yearbook (National Council for the Social Studies, Washington, D.C., 1940) pp. 4-19; Wilbur Gooch, "Economic Education on the Secondary Level", Economic Education Eleventh Yearbook (National Council for the Social Studies, Washington, D.C., 1940), pp. 19-37.

³⁵Bernard Haley, "The Content of the Introductory Course", The American Economic Review Vol. 52 (Papers and Proceedings of the Seventy-fourth Annual Meeting of the American Economic Association, 1962), pp. 474-489.

³⁶Jean Victoria Marani, "A Technique for Determining Problem Areas for General Education in the Secondary School" (unpublished Doctoral thesis, Ohio State University, Columbus, 1958).

The fourth, Madsen's study, concluded that economics was not popular, nor did it have a well-defined program in the senior high school. Like Marani, he concluded that the course content was weak in giving an adequate background to cope with the economic issues of American society.³⁷

Finally, the National Task Force noted that the orientation in the "problems" course in American democracy, which over half the students in senior high school took, was generally descriptive and frequently sterile. Of the separate economics course the Report commented:

Even in the separate course in economics, however, the orientation is generally descriptive and all too often dry and sterile. Little attention is given to helping students learn to think for themselves about the big economic problems our nation faces today. Few analytical concepts are developed, and fewer are used. In the problems of American democracy and American history courses, even less attention is given to the development of independent analytical thinking by students on economic problems. The flavour of these courses is often chronological and descriptive, with teachers placing primary stress on those areas where their own training is strongest, usually in history. On economic issues it appears that teachers often insert their own value judgments and "answers" on economic issues as to what the students should believe, all too often without identifying them as such.³⁸

VI. SUMMARY

This review of literature may be summarized in the following manner.

1. Generally the studies included in this chapter agree that secondary school students can be taught economics concepts.

³⁷Gibb Russell Madsen, op. cit.

³⁸Economic Education in the Schools, op. cit., p. 9.

2. The studies on methodology in economics agree that economics concepts can be taught successfully by methods selected for the purpose, but generally economics is not well taught in the schools.

3. Studies show that about five per cent of the senior high school population in the United States take a formal economics course. In Canada the percentage taking a formal economics course in high school varies from province to province. In some provinces economics is not offered as a separate course. In Alberta about eight per cent of the grade twelve students take it; in Newfoundland about forty per cent.

4. Studies in the area of teacher preparation in economics content argue that teacher preparation in economics is inadequate, particularly in respect to a knowledge of current economic thought and terminology.

5. Most of the studies that examined economics textbooks state that the textbooks are traditional in content and organization. The textbooks are essentially descriptive and not analytical. One researcher discovered that authors of economics textbooks generally had little knowledge of practical economics.

6. Reviewers of the courses of study concluded that the economics content of the courses of study was limited to that of a descriptive nature. They pointed out that it was common to replace economics in the course of studies with a "consumer education" course.

CHAPTER III

DESIGN AND PROCEDURES

Economics is a science possessing its own particular concepts. What economics concepts are expected of the high school students leaving school? The amount discovered in the textbooks and courses of study in the social studies for the senior high schools of Alberta was measured against the expectations of the National Task Force Report on Economic Education.

The academic qualifications of the social studies teachers were obtained by a mailed questionnaire.

I. INSTRUMENT USED TO EXAMINE TEXTBOOKS AND COURSES OF STUDY

Ninety economics concepts found in the Report of the National Task Force on Economic Education, Economic Education in the Schools, were used as basis for the development of an instrument to examine the textbooks and courses of study.¹ Since this was a United States report slight adjustments were made for Canada. For instance, where the term "U.S." or "United States" was used the term "Canada" was substituted; where the term "Federal Reserve Banks" was used, the term "Bank of Canada" was substituted.

¹Economic Education in the Schools, A Report of the National Task Force on Economic Education (New York: Committee for Economic Development, 1961).

The Report of the National Task Force had its origin in the desire of the American Economic Association to upgrade economics teaching in American schools. Bach reported this spirit:

In the last few years, the physicist, mathematician, chemist, and biologist, to name only four major professional groups, have all mounted major offensives to improve the teaching of their professional areas in the high schools. In each case, the most distinguished scholars and teachers in the profession have participated actively. If the economics profession accepts the challenge of helping to improve economics in high schools, it will merely be following in the path of other major professions which have already beat us to the game.²

The members of the National Task Force have already been named.³ Though created jointly by the Committee for Economic Development and the American Economic Association, the National Task Force became independent of both organizations.

This National Task Force, unique in the history of American economics, was announced jointly by the American Economic Association (the professional association of American economists, totalling some 10,000 in number), which appointed the members of the Task Force, and the Committee for Economic Development, which offered to finance the study. Once created, however, the Task Force became completely independent of the two organizations. Its findings are subject to review by no agency or organization, nor is either of the sponsoring organizations responsible for the findings. Every precaution has been taken to establish a group of unquestioned objectivity and to protect it from any trace of pressures from particular interest groups in our economy.⁴

The economics concepts suggested by the National Task Force for students graduating from high school were used as the basis for an

²George L. Bach, "Economics in the High Schools", The American Economic Review Vol. 51 (May, 1961), p. 581.

³Supra, p. 23.

⁴Economic Education in the Schools, op. cit., p. 4.

instrument to measure the Alberta textbooks and courses of study for several reasons. Criteria as objective as possible were required. The Report of the National Task Force was appropriate. Secondly, the Report was made by distinguished American economists.

The Task Force is a distinguished one. Its economist members, at the time of the appointment, included the president-elect of the American Economic Association, its two vice-presidents, a member of its executive committee, and the chairman of its Committee on Economic Education. All five are distinguished authors and teachers. The two members from the field of education are similarly experienced in the teaching of economics and social studies at the high school level. In its work the Task Force has drawn on the advice of any additional experts from the field of economics and education.⁵

Thirdly, the Report was recent. The National Task Force Report was published in 1961. Other studies had used Key Understandings in Economics which was published in 1946.⁶

The ninety concepts were assumed to be an adequate measure of the economics content of the courses of study and textbooks of the Alberta senior high school social studies. These concepts were italicized in the Report and organized under twenty-one headings. The concepts and headings are given in Appendix C.

II. PROCEDURES USED IN EXAMINING THE TEXTBOOKS AND COURSES OF STUDY

Two problems arose in the examination of the courses of study and textbooks. The first problem was one of semantics. The investigator

⁵Ibid, p. 5.

⁶Council for the Advancement of Secondary Education, Key Understandings in Economics (Washington: National Education Association, 1946).

had to decide that the courses of study and textbooks included an economics concept whatever language was used.

The second problem also arose from semantics and interpretation. Loose interpretation may permit a teacher to teach all or none of the suggested ninety economics concepts. The "General Objectives" of Social Studies as expressed in the Program of Studies are as follows:

These general objectives of social education are to develop citizens who (1) understand our changing society; (2) possess a sound framework of values and ideals which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence -- skills and abilities -- to participate in group living in such ways as to make changes in the direction of desired values and ideals.⁷

These may be interpreted by an economist as permission to teach all ninety concepts to a social studies class. Can it therefore be assumed that the courses of study includes the ninety concepts? A person with a limited economics background may not construe from these "General Objectives" that economics should be taught. It was decided to accept those concepts which were clearly expressed -- and which would be taught by a social studies teacher, teaching in good faith.

Once these problems were resolved, the paragraphs and sections of the textbooks and the courses of study were individually examined for the key economics concepts. Since the language and interpretation

⁷Department of Education, Province of Alberta, Program of Studies for the Senior High Schools of Alberta, 1963 (Edmonton: Queen's Printer, 1963), p. 15.

still caused some difficulty, it was found expedient to first categorize the concepts in the textbook or course of study under one of the twenty-one headings given in the Report.⁸ This preliminary isolation done, an attempt was made to pair the discovered economics concept with one of those given in the Report of the National Task Force. It was at this stage that the investigator judged whether the economics concepts of the textbook or course of study were sufficiently clearly expressed to be recognized by a teacher without some training in economics. If it were judged that the economics concepts would be recognized by a teacher without an economics training, the concept was accepted as being included in the courses of study and textbooks. If it were judged that the economics concept would not be recognized by a teacher without an economics training, then it was accepted that the concept was not included in the courses of study or textbooks.

Under The School Act of Alberta, a teacher, irrespective of his training, is legally obliged to teach those concepts which are included in the courses of study and textbooks. This legal obligation is not restrictive, as The School Act allows teachers academic freedom. They may teach beyond the content of the textbooks and courses of study as opportunity for so doing presents itself. The School Act states, "A teacher shall teach diligently and faithfully all subjects required to be taught by the regulations of the Department."⁹

⁸See Appendix C.

⁹Department of Education, Province of Alberta, The School Act R.S.A.A. 1955 Amended, Sec. 368, Sub.sec. 1(a) (Edmonton: Queen's Printer, 1959), p. 122.

It is these "included" concepts, which may be recognized by a teacher without an economics training, that are the ones to be measured against the economics concepts suggested by the National Task Force as minimal for effective citizenship. Those concepts which may be introduced into a lesson by a teacher who has some economics background, and who loosely interprets the courses of study and textbooks, are not to be measured.

III. THE QUESTIONNAIRE

From a study of teachers' replies to questions on their teaching of economics concepts, Hillier concluded that teachers with more economics education would teach more economics concepts than teachers without a formal economics education.¹⁰ The National Task Force Report also argued that poorly prepared teachers did an inadequate job in the classroom.

Obviously, teachers who have inadequate preparation cannot be expected to do an adequate job in the classroom. This explains why economic analysis gets virtually no attention in most history courses, and is often poorly taught in problems of American democracy and civics courses.¹¹

To secure some idea of the quantity of economics concepts taught in Alberta senior high schools beyond that included in the courses of study and textbooks, an examination of the formal economics education of the social studies teachers was in order. As a pilot study a questionnaire was mailed to each of 115 senior high school social studies teachers inquiring of their formal economics education. The questionnaire

¹⁰ Kenneth Lynn Hillier, "The Effect of the Economic Education of Teachers on the Number of Economic Concepts Reported Taught" (unpublished Doctoral thesis, Oklahoma State University, Stillwater, 1959).

¹¹ Economic Education in the Schools, op. cit., p. 10

was divided into five parts. A copy of the questionnaire is provided in Appendix B.

The first part asked questions on the particular economics courses taken by the social studies teachers. Information was required on the particular economics courses since certain economics courses such as "Money and Banking" would include those economics concepts limited to that particular area of economics. It was hoped that a knowledge of the particular course would throw some light on the chance of the course teaching the economics concepts. The economics concepts in the National Task Force Report come from the general field of economics.¹² Other courses which may go by the name of economics, such as introductory economic survey courses in United States universities, have been criticized by Haley as containing very few economics concepts.¹³

The second part inquired of the social studies teacher where he had taken his economics education. The third part provided information about the economics degrees and post-graduate education in economics of the social studies teacher.

Part four questioned the teacher on the number of courses taken in the other social sciences. The list of social sciences used was that given by Gross and Badger.¹⁴

¹²Vide, Economic Education in the Schools, op. cit., pp. 22-63.

¹³Bernard Haley, "The Content of the Introductory Course", The American Economic Review Vol. 52 (Papers and Proceedings of the Seventy-fourth Annual Meeting of the American Economic Association, 1962), pp. 474-489.

¹⁴Richard E. Gross, William V. Badger, "Social Studies", Encyclopedia of Educational Research (New York: The Macmillan Company, Third Edition, 1960), p. 1296.

Part five gave the teacher an opportunity to make further comments.

IV. THE PILOT STUDY

One hundred and fifteen questionnaires were sent to all the high school social studies teachers of the Edmonton Public School Board, Lethbridge School Board, Lacombe School Division, High Prairie School Division, and Acadia School Division. From the Department of Education Form A, 1964-65, the total high school social studies teachers in Alberta numbered 847. The pilot study selected represented 13.5 per cent of the population.

The school divisions were not selected at random, but from a desire to have a cross section according to population size and prosperity. The school divisions were divided into three categories in terms of population: (1) the large city divisions of Edmonton and Calgary; (2) the medium-sized cities such as Lethbridge and Red Deer; and (3) the rural divisions such as Lacombe, Edson, Oyen and High Prairie. Of the large city districts the teachers of the Edmonton Public School Board were selected for no other reason than that the writer lived in Edmonton. In the case of the medium-sized cities Lethbridge School Board teachers were selected largely because they were prepared to participate. In the case of the rural school divisions a difficulty presented itself. There were many school divisions to choose from. Dr. T. C. Byrne, Chief Superintendent of Schools suggested several school divisions that represented a cross section of rural school divisions in terms of economic prosperity. Lacombe, High Prairie and Acadia school divisions were approached and agreed to participate.

CHAPTER IV

RESULTS OF THE ANALYSIS OF THE COURSE OF STUDIES, TEXTBOOKS, AND TEACHER QUALIFICATIONS

The results of the analysis of the textbooks and the course of studies for economics content are presented in individual tables for Social Studies 10, 20 and 30. Further tables are used to show the replies of the teachers to the questionnaire.

I. FINDINGS RELATED TO THE GRADE TEN COURSE OF STUDIES AND TEXTBOOKS

Table I shows the categories into which the concepts were divided by the National Task Force Report.¹ The numbering and lettering in the columns identify the particular concepts found in Appendix C. Though some of the concepts were introduced several times in the course of studies and the textbooks, they are only given one reference in the table. The total number of different concepts introduced are found at the end of the tables. In the course of studies for Social Studies 10, none of the economics concepts listed by the Report were discovered. In the Social Studies textbooks, seven of the concepts were judged to be present.

¹Economic Education in the Schools, A Report of the National Task Force on Economic Education (New York: Committee for Economic Development, 1961), pp. 22-63.

II. FINDINGS RELATED TO THE GRADE ELEVEN COURSE OF STUDIES AND TEXTBOOK

Social Studies 20 in the course of studies, and the prescribed textbook, Our European Heritage,² were examined for the economics concepts listed by the National Task Force. The results are tabulated in Table II. No economics concepts required by the National Task Force were found in the course of studies. Seventeen of these economics concepts were judged to be present in the textbook.

III. FINDINGS RELATED TO THE GRADE TWELVE COURSE OF STUDIES AND TEXTBOOK

The course of study for Social Studies 30³ was examined for the economics concepts listed by the National Task Force Report.⁴ The results of this examination are found in Table III. Similarly, the prescribed textbook, Canada in the Modern World,⁵ was examined for the economics concepts listed by the Report. The results of this examination are also found in Table III.

In the course of studies for Social Studies 30, seven of the economics concepts required by the National Task Force were judged to be present. In the textbook, thirty-two of the required economics concepts were judged to be included.

²Bertha Lawrence, Louis C. Mix, and C. Stanley Wilkie, Our European Heritage (Toronto: J. M. Dent & Sons (Canada) Limited, 1964).

³Vide, Department of Education, Province of Alberta, Program of Studies for the Senior High Schools of Alberta, 1963 (Edmonton: Queen's Printer, 1963).

⁴Economic Education in the Schools, op. cit.

⁵Bertha Lawrence, L.C. Mix, C.S. Wilkie and Edgar McInnis, Canada in the Modern World (Toronto: J. M. Dent & Sons (Canada) Limited, 1964).

TABLE I

NATIONAL TASK FORCE CONCEPTS AS FOUND IN THE OBLIGATORY UNITS
OF THE GRADE TEN SOCIAL STUDIES COURSE OF STUDIES AND TEXTBOOKS⁶

NATIONAL TASK FORCE CONCEPTS		CONCEPTS IDENTIFIED	
Category	Identification Number	In course of studies	In textbooks
1. Fact of Scarcity	1a,1b	-	1a,1b
2. Economic Systems	2a,2b,2c	-	-
3. Uses of Productive Resources in Satisfying Competing Wants	3a,3b	-	3a
4. Some Important Facts and Concepts Concerning Resource Use	4a,4b,4c,4d, 4e,4f	-	-
5. The Role of Incentives Competition and Markets	5a,5b,5c,5d,5e	-	5e
6. Modern Business, Economic Concentration and Monopoly	6a,6b,6c,6d, 6e,6f,6g	-	-
7. Government and the Allocation of Resources	7a,7b,7c,7d, 7e,7f	-	-
8. International Trade	8a,8b,8c,8d,8e,8f,8g	-	-
9. Economic Growth and Stability	9a,9b,9c	-	-
10. Measures of National Income and Production	10a	-	-

⁶Department of Education, Province of Alberta, Interim Senior High School Curriculum Guide, 1964-65 (Edmonton: Queen's Printer, 1964), p. 6.

TABLE I (continued)

Category	Identification Number	In course of studies	In textbooks
11. Main Forces Determining National Production and Income	11a, 11b, 11c, 11d, 11e, 11f	-	11f
12. The Role of Government Budgets	12a, 12b, 12c, 12d, 12e	-	12b
13. The Banking and Monetary System	13a to 13l inclusive	-	-
14. The Problem of Economic Growth	14a, 14b, 14c, 14d, 14e	-	-
15. Growth and the Underdeveloped Economics	15a	-	-
16. The Distribution of Income	16a, 16b, 16c, 16d	-	-
17. Personal Distribution of Income in Canada	17a	-	17a
18. Labor, Wages and Labor Unions	18a, 18b, 18c, 18d, 18e	-	-
19. The Farm Problem	19a	-	-
20. The Desire for Economic Security	20a	-	-
21. Communism, Socialism and Capitalism	21a, 21b, 21c, 21d, 21e, 21f, 21g	-	-
TOTALS		0	7

NATIONAL TASK FORCE CONCEPTS AS FOUND IN THE GRADE ELEVEN
SOCIAL STUDIES COURSE OF STUDIES AND TEXTBOOK

NATIONAL TASK FORCE CONCEPTS		CONCEPTS IDENTIFIED	
Category	Identification Number	In course of studies	In textbook
1. Fact of Scarcity	1a, 1b	-	1a, 1b
2. Economic Systems	2a, 2b, 2c	-	-
3. Uses of Productive Resources in Satisfying Competing Wants	3a, 3b	-	3a
4. Some Important Facts and Concepts Concerning Resource Use	4a, 4b, 4c, 4d, 4e, 4f	-	4c, 4f
5. The Role of Incentives Competition and Markets	5a, 5b 5c, 5d, 5e	-	-
6. Modern Business, Economic Concentration and Monopoly	6a, 6b, 6c, 6d, 6e, 6f, 6g	-	6d, 6g
7. Government and the Allocation of Resources	7a, 7b, 7c, 7d, 7e, 7f	-	7c
8. International Trade	8a, 8b, 8c, 8d, 8e, 8f, 8g	-	8b
9. Economic Growth and Stability	9a, 9b, 9c	-	9b
10. Measures of National Income and Production	10a	-	-

TABLE II (continued)

Category	Identification Number	In course of studies	In textbook
11. Main Forces Determining National Production and Income	11a,11b,11c,11d,11e,11f	-	-
12. The Role of Government Budgets	12a,12b,12c,12d,12e	-	-
13. The Banking and Monetary System	13a to 13l inclusive	-	13b,13i
14. The Problem of Economic Growth	14a,14b,14c,14d,14e	-	14e
15. Growth and the Underdeveloped Economies	15a	-	-
16. The Distribution of Income	16a,16b,16c,16d,	-	16a
17. Personal Distribution of Income in Canada	17a	-	-
18. Labor, Wages and Labor Unions	18a,18b,18c,18d,18e	-	18b,18d,18e
19. The Farm Problem	19a	-	-
20. The Desire for Economic Security	20a	-	-
21. Communism, Socialism and Capitalism	21a,21b,21c,21d,21e,21f,21g	-	-
TOTALS		0	17

NATIONAL TASK FORCE CONCEPTS AS FOUND IN THE GRADE TWELVE
SOCIAL STUDIES COURSE OF STUDIES AND TEXTBOOK

NATIONAL TASK FORCE CONCEPTS		CONCEPTS IDENTIFIED	
Category	Identification Number	In course of studies	In textbook
1. Fact of Scarcity	1a,1b	-	1a,1b
2. Economic Systems	2a,2b,2c	-	-
3. Uses of Productive Resources in Satisfying Competing Wants	3a,3b	-	-
4. Some Important Facts and Concepts Concerning Resource Use	4a,4b,4c,4d,4e,4f	-	-
5. The Role of Incentives Competition and Markets	5a,5b,5c,5d,5e	-	5a
6. Modern Business, Economic Concentration and Monopoly	6a,6b,6c,6d,6e,6f,6g	-	-
7. Government and the Allocation of Resources	7a,7b,7c,7d,7e,7f	-	7c,7d,7f
8. International Trade	8a,8b,8c,8d,8e,8f,8g	8a,8b,8c,8d,8e,8f,8g	8a,8b,8c,8d,8e,8f,8g
9. Economic Growth and Stability	9a,9b,9c	-	9b,9c
10. Measures of National Income and Production	10a	-	10a

TABLE III (continued)

Category	Identification Number	In course of studies	In textbook
11. Main Forces Determining National Production and Income	11a, 11b, 11c, 11d, 11e, 11f	-	11b, 11c, 11d, 11e, 11f
12. The Role of Government Budgets	12a, 12b, 12c, 12d, 12e	-	-
13. The Banking and Monetary System	13a to 13l inclusive	-	-
14. The Problem of Economic Growth	14a, 14b, 14c, 14d, 14e	-	14a, 14b, 14c
15. Growth and the Underdeveloped Economies	15a	-	15a
16. The Distribution of Income	16a, 16b, 16c, 16d	-	-
17. Personal Distribution of Income in Canada	17a	-	17a
18. Labor, Wages and Labor Unions	18a, 18b, 18c, 18d, 18e	-	18a, 18b, 18c, 18d
19. The Farm Problem	19a	-	-
20. The Desire for Economic Security	20a	-	-
21. Communism, Socialism and Capitalism	21a, 21b, 21c, 21d, 21e, 21f, 21g	-	21a, 21b
TOTALS		7	32

IV. SUMMARY OF FINDINGS OF SOCIAL STUDIES 10, 20 AND 30

Certain of the economics concepts required by the National Task Force Report⁷ were discovered in the course of study and the textbooks for grades ten, eleven and twelve social studies. Some of the concepts were duplicated. Actually only forty-four different economics concepts of the ninety listed by the Task Force were discovered in the course of studies and textbooks for Social Studies 10, 20 and 30 combined.

V. FINDINGS ON TEACHERS' ACADEMIC QUALIFICATIONS IN THE PILOT STUDY

The number of university economics courses of a group of teachers was obtained by mailed questionnaires. See Appendix B. The results of the returned questionnaires are found in Tables IV, V and VI.

Eighty-eight of the one hundred and fifteen questionnaires sent out were returned: a percentage return of 76.5.

Table IV shows the social science courses taken by the eighty-eight social studies teachers. Thirty of them took no economics course. Fifty-eight took one or more courses, out of which fifty-eight, twenty took one course and a further twenty took two courses.

The social science listed by most teachers was history. Eighty-two of the eighty-eight teachers took at least one history course. Economics in comparison to the other social sciences fared moderately well, being preceded by history, education, psychology and philosophy in popularity.

⁷Economic Education in the Schools, op. cit.

TABLE IV

SOCIAL SCIENCE COURSES TAKEN BY EIGHTY-EIGHT SOCIAL STUDIES TEACHERS

Social Science Course	Teachers with one to ten courses										Teacher Total
	1	2	3	4	5	6	7	8	9	10	
Economics	20	20	6	0	1	4	0	2	0	5	58
History	12	8	8	13	13	5	6	6	3	8	82
Geography	31	7	4	1	2	1	0	0	1	1	48
Psychology	15	34	10	3	3	3	0	2	0	1	71
Anthropology	7	1	0	0	0	0	0	0	0	0	8
Sociology	32	4	3	0	0	0	0	0	0	0	39
Philosophy	17	43	9	1	0	0	0	0	0	0	70
Education	5	2	5	12	12	15	4	3	5	11	74
Law	3	0	0	0	1	0	0	0	0	0	4
Criminology	1	0	0	0	0	0	0	0	0	0	1
Theology	3	3	0	0	0	3	0	0	0	1	10
Political Science	7	3	2	0	2	1	0	0	0	0	15
International Studies ...	0	1	0	0	0	0	0	0	0	0	1
History Major											1
Did Not Remember											1

To accept that a course or courses merely labelled economics would provide an adequate background for the teaching of the National Task Force concepts would be tenuous.⁸ Table V shows the particular economics courses taken by the eighty-eight teachers. Of the twenty teachers who had one economics course, only eight took economics theory. Another eight took their one course in a specialized field of economics. The specialized field may or may not give training in the National Task Force concepts, which are spread over the whole area of economics. The remaining four with one course took the economics survey course which in some cases, has been accused of having little economics content.⁹ Forty of the

⁸Ibid.

⁹Supra, p. 31

fifty-eight teachers who had some formal university economics took at least one of their economics courses in economics theory. The remaining eighteen took specialized courses or an economics survey course.

TABLE V

ECONOMICS COURSES TAKEN BY EIGHTY-EIGHT SOCIAL STUDIES TEACHERS

Economics Course	Teachers with one to ten courses										Teacher Total
	1	2	3	4	5	6	7	8	9	10	
None											30
Economic theory	8	14	6	0	1	4	0	2	0	5	40
Money and Banking	0	2	4	0	0	2	0	2	0	5	15
Industrial or Business Organization	0	0	1	0	0	3	0	1	0	5	10
Economic Systems	3	5	2	0	0	3	0	1	0	5	19
Labour Economics	0	1	1	0	0	2	0	2	1	4	11
Economic History	5	8	1	0	1	3	0	2	0	5	25
International Trade	0	0	0	0	1	1	0	2	0	4	8
Economics Statistics	0	2	0	0	1	0	0	1	0	3	7
Welfare Economics	0	1	0	0	0	0	0	0	0	3	4
Survey Political Economics .	4	1	0	0	0	0	0	0	0	0	5
Business Administration	0	0	0	0	0	1	0	1	0	1	3
Farm Economics	0	1	0	0	0	0	0	0	0	0	1

The social studies teachers examined showed four countries where they were educated: Canada, United Kingdom, United States and India. Table VI shows in what countries the teachers took their economics courses -- if any. Canada was divided into Alberta and the "Rest of Canada." Where a teacher gave two or more institutions as the source of his education, the first institution mentioned by the teacher dictated the origin country.

The lack of numbers would not permit any findings to be made regarding the relationship of country and emphasis placed on economics

education in that country's universities. However, a demonstration that Alberta teachers took their economics education in universities in different countries would indicate that an enumeration of the economics courses a teacher has, is not sufficient to evaluate his academic qualifications. Economics courses in India, for instance, would possibly emphasize content which would be neglected in North American universities.

TABLE VI

COUNTRIES WHERE SOCIAL STUDIES TEACHERS RECEIVED ECONOMICS EDUCATION

Country	Number of Economics Courses											Teacher Total
	0	1	2	3	4	5	6	7	8	9	10	
Alberta	23	14	10	5	0	0	2	0	0	0	3	57
Rest of Canada	3	4	7	1	0	1	0	0	2	0	1	19
United Kingdom	1	1	0	0	0	0	1	0	0	0	1	4
United States	1	0	3	0	0	0	0	0	0	0	0	4
India	0	0	0	0	0	0	1	0	0	0	0	1
Not Given	2	1	0	0	0	0	0	0	0	0	0	3
TOTAL	30	20	20	6	0	1	4	0	2	0	5	88

The results of Part III of the questionnaire showed that eight of the eighty-eight teachers had a degree in economics. One teacher had a degree in commerce. Of the eight with economics degrees, five had pass bachelor degrees; three honours degrees. Of these same eight, five had pursued post graduate education to obtain master's degrees in economics. None had a doctoral degree.

Twenty-four of the returned questionnaires included some response to the part "Further Comments." Sixteen of the comments were

largely explanations of the courses taken. The remaining eight were varied. Three thought that university economics courses were of little value in teaching social studies in Alberta. Three regretted the fact that they had no economics courses, but attempted to compensate for this by doing considerable reading in the subject. Of the two remaining respondents, one avoided teaching economics since there was no interest and the other commented that it was very obvious few social studies teachers had economics training.

From the "comments" of the eight it would appear that their attitude towards economics in the schools of Alberta was mixed. Indifference to economics in the social studies of Alberta senior high schools was the feeling of most of the eight.

CHAPTER V

SUMMARY OF THE STUDY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The study dealt mainly with three of the factors involved in the teaching of economics in the social studies of Alberta senior high schools. The factors were the course of studies, the textbooks and the university economics courses taken by the social studies teachers. The study had two purposes. The first was to investigate the course of studies and the textbooks in the senior high school social studies for ninety economics concepts specified by the National Task Force as necessary for good citizenship.¹ The second was to examine the academic qualifications of a group of social studies teachers to see if they were adequately prepared to teach these economics concepts.

The study produced the following findings. Forty-four of the ninety economics concepts listed by the National Task Force were discovered in the course of studies and the textbooks for the social studies in the senior high schools of Alberta. Eighty-eight of one hundred and fifteen senior high school social studies teachers returned a questionnaire on their academic qualifications. Thirty-four per cent of the teachers who replied had no formal training in economics. Nine per cent had degrees in economics.

¹Economic Education in the Schools, A Report of the National Task Force on Economic Education (New York: Committee for Economic Development, 1961).

II. CONCLUSIONS

1. The course of studies and the textbooks for the social studies in the senior high schools of Alberta do not provide sufficient economics concepts for a minimum understanding of economics. The National Task Force Report recommended that a minimum of ninety specified economics concepts be taught to provide an economics education for students leaving high school.² The course of studies and the textbooks for the social studies in the senior high schools of Alberta provided only forty-four of those ninety concepts.

2. When thirty-four per cent of the questioned social studies teachers had no formal training in economics, and when twenty-three per cent of them had only one economics course, and when only nine per cent of the teachers had degrees in economics, it was concluded that the social studies teachers in the pilot study were, on the basis of their academic qualifications, generally inadequately prepared in a knowledge of economics concepts. If the situation were the same for all the senior high school social studies teachers of Alberta, as in the pilot study, - then the conclusion would have to be drawn that Alberta senior high school social studies teachers are generally inadequately prepared in economics understanding.

III. RECOMMENDATIONS

The writer makes the following recommendations.

²Ibid., p. 4.

1. The number of economics concepts in the social studies in the senior high schools of Alberta should be increased.

2. The social studies textbooks in the senior high schools of Alberta should contain more of the economics concepts given in the Report of the National Task Force.³

3. A study should be made in Alberta of the relationship between the success of graduating high school students on an economics test and the formal economics preparation of their teachers.

4. The social studies in Alberta schools should be examined for the particular concepts of any other of the social sciences.

5. The content and quality of the economics teaching in the junior high and elementary schools of Alberta should be examined.

6. Research should be done on the content of economics courses and economics textbooks in the high schools of Canada.

7. Investigation should be made of the reasons for the inclusion of the forty-four economics concepts listed by the National Task Force in the course of studies and textbooks of the social studies for the senior high schools of Alberta. Similarly investigation should be made of the reasons for the omission of the remaining forty-six of the ninety economics concepts listed by the National Task Force. Investigation should be made into the reasons for the complete omission of economics concepts on "The Farm Problem," and for the very slight mention of economics concepts concerned with communism, socialism and capitalism.

³Ibid., pp. 22-63

BIBLIOGRAPHY

A. BOOKS

- Abbott, Lawrence. Economics and the Modern World. New York: Harcourt, Brace and World Inc., 1960.
- Brown, N. E. Consumer Education. Toronto: The Macmillan Company of Canada Limited, 1964.
- Chamberlin, Jo Hubbard. Careers for Social Scientists. New York: Henry Z. Walth Inc., 1961.
- Economic Education in the Schools. A Report of the National Task Force on Economic Education. New York: Committee for Economic Development, 1961.
- Frankel, Moe L. Economic Education. New York: The Center for Applied Research in Education Inc., 1965.
- Gayer, Harriss and Spencer (eds.). Basic Economics -- A Book of Readings. New York: Prentice Hall Inc., 1955.
- Greason, George K. and Roy C. King. The Citizen and Local Government. Toronto: The Macmillan Company of Canada Limited, 1964.
- Hardy, W. G. Our Heritage from the Past. Toronto: McClelland and Stewart Limited, 1964.
- Hunt, Maurice P. and Lawrence E. Metcalf. Teaching High School Social Studies. New York: Harper and Brothers, 1955.
- Kirzner, Israel M. The Economic Point of View. New York: D. Van Nostrand Inc., 1960.
- Lawrence, Bertha, Louis C. Mix and C. Stanley Wilkie, Our European Heritage. Toronto: J. M. Dent & Sons (Canada) Limited, 1962.
- Lawrence, Bertha, and others. Canada in the Modern World. Toronto: J. M. Dent & Sons (Canada) Limited, 1964.
- Marshall, Alfred. Principles of Economics. London: Macmillan and Company, 1946.

McConnell, Campbell R. Economics, Principles, Problems and Policies. New York: McGraw-Hill Inc., 1963

McKee, Captain W. and Harold G. Moulton. Survey of Economic Education. Washington, D.C.: The Brookings Institution, 1951.

Robbins, Lionel. Nature and Significance of Economic Science. New York: Macmillan and Company, 1933.

Wicksteed, Philip. The Common Sense of Political Economy. London: Routledge, 1933.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES,
AND OTHER ORGANIZATIONS

Council for the Advancement of Secondary Education. Key Understandings in Economics. Washington: National Education Association, 1946.

Department of Education, Province of Alberta. Fifty-Ninth Annual Report of the Department of Education of the Province of Alberta. Edmonton: Queen's Printer, 1965.

_____. Interim Curriculum Guide for Social Studies 10, 20 and 30 for 1964-65. Edmonton: Queen's Printer, 1964.

_____. Program of Studies for the Senior High Schools of Alberta. Edmonton: Queen's Printer, 1963.

_____. Senior High School Curriculum Guide for Social Studies 10, 20 and 30. Edmonton: Queen's Printer, 1963.

_____. Senior High School Handbook. Edmonton: Queen's Printer, 1965.

_____. The School Act. R.S. of A. 1955 Amended. Edmonton: Queen's Printer, 1959.

Gavian, Ruth Wood. "Economic Education in the Elementary" Economic Education. Eleventh Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1940, pp. 4-19.

Gooch, Wilbur. "Economic Education on the Secondary Level", Economic Education. Eleventh Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1940, pp. 19-37.

Government of Newfoundland. Annual Report of the Department of Education for the Year Ending March 31, 1963. St. John's: Queen's Printer, 1963.

Harap, Henry. "Survey of Material Now Taught," Economic Education. Eleventh Yearbook of the National Council for the Social Studies. Washington, D.C.: National Council for the Social Studies, 1940, pp. 1-4.

Province of Manitoba. Report of the Department of Education, 1965. Winnipeg: Queen's Printer, 1965.

Superintendent of Education. Ninetieth Annual Report 1960/61. Victoria: Queen's Printer, 1961.

C. PERIODICALS

Bach, George Leland. "Economics in the High Schools," The American Economic Review, Vol. 51 (May, 1961), pp. 579-586.

Ellis, Howard S. "This is Economics," The American Economic Review, Vol. 51 (May, 1961), pp. 571-574.

Haley, Bernard. "The Content of the Introductory Course," The American Economic Review, Vol. 52 (1962), pp. 474-489.

Lewis, Ben. "Economic Understandings -- Why and What," The American Economic Review, Vol. 48 (May, 1958), pp. 658-674.

Olson, Paul R. "This is Economics in the Schools," The American Economic Review, Vol. 51 (May, 1961), pp. 564-570.

D. ENCYCLOPEDIA ARTICLES

Gross, Richard E., and William V. Badger. "Social Studies," Encyclopedia of Educational Research, Third Edition. New York: The Macmillan Company, 1960, pp. 1,296-1,313.

Baker, G. Derwood. "Economic Education," Encyclopedia of Educational Research, Third Edition. New York: The Macmillan Company, 1960, pp. 398-402.

E. UNPUBLISHED MATERIALS

- Beaubier, William Edward. "Capacity of Sixth Grade Children to Understand Social Science Generalizations." Unpublished Doctoral thesis, University of Southern California, Los Angeles, 1962.
- Campbell, Morris Wilfred. "Economic Understanding of Grade 12 Students." Unpublished Master's thesis, University of Alberta, Edmonton, 1964.
- Darrin, Garney Lewis. "Economics in the Elementary School Curriculum: A Study of the District of Columbia Laboratory Schools." Unpublished Doctoral thesis, University of Maryland, College Park, 1959.
- Deitz, Edward Granville. "Economic Understanding of Senior Students in Selected California High Schools." Unpublished Doctoral thesis, University of California, Los Angeles, 1963.
- Hillier, Kenneth Lynn. "The Effect of the Economic Education of Teachers on the Number of Economic Concepts Reported Taught." Unpublished Doctoral thesis, Oklahoma State University, Stillwater, 1959.
- Linn, John Howard. "An Analysis of the Teaching of Certain Topics in the California Junior Colleges." Unpublished Doctoral thesis, University of Southern California, Los Angeles, 1958.
- Madsen, Gibb Russell. "Economic Concepts and Understandings of Senior High School Students." Unpublished Doctoral thesis, University of Utah, Salt Lake City, 1961.
- Marani, Jean Victoria. "A Technique for Determining Problem Areas for General Education in the Secondary School." Unpublished Doctoral thesis, Ohio State University, Columbus, 1958.
- Marmas, James Gust. "Teacher Preparation in Economics at California State Colleges." Unpublished Doctoral thesis, Stanford University, Stanford, 1961.
- Miller, Elwyn R. "Studies in Economic Education in Iowa, Part I, The Teacher in the Secondary School." Unpublished Doctoral thesis, State University of Iowa, Iowa City, 1956.
- Mooty, Helen Margaret. "The Status and Content of Economics in Iowa Schools." Unpublished Master's thesis, State University of Iowa, Iowa City, 1932.

- Randall, Ruth Esther. "The Training of Teachers for Social Studies Instruction." Unpublished Master's thesis, University of Alberta, Edmonton, 1963.
- Robison, Helen F. "Learning Economic Concepts in Kindergarten." Unpublished Doctoral thesis, Columbia University, New York, 1963.
- Sewell, Edward Granville. "The Evaluation of Attitudes and Understandings of Students in Secondary School Economics." Unpublished Doctoral thesis, University of Texas, Austin, 1958.
- Wagner, Lewis E. "Studies in Economic Education III. Testing Economic Knowledge and Attitudes." Bureau of Business and Economic Research, State University of Iowa, Iowa City, 1955.

OTHER SOURCES

A. TELEVISION FILM

Senesh, Lawrence. "Winter Conference on Education." Canadian Broadcasting Corporation television film, Toronto, January, 1964.

APPENDIX A

CORRESPONDENCE

COPY OF LETTER SENT TO SCHOOL DIVISIONS

5115 - 114A Street
Edmonton, Alberta
March 5, 1964

Dear Sir:

I am preparing a thesis, "A Descriptive Survey of the Amount and Quality of Economic Education in the Senior High Schools of Alberta," for my M. Ed. degree at the University of Alberta.

I need your help. Since I propose to obtain the economic education qualifications of the social studies teachers by a questionnaire, I require their addresses. Would you please assist me by giving me the names and addresses of all teachers who teach the social studies at the senior high school level in your school division.

Thanking you in anticipation of your kind assistance:

Yours truly,

B. M. Jones.

COPY OF LETTER SENT TO SOCIAL STUDIES TEACHERS

5115 - 114A Street
Edmonton, Alberta
April 8, 1964

Dear

I am making a study of the amount and quality of the economic education in the social studies in the senior high school as part requirement for an M. Ed. degree. To do this I require some knowledge of the economic qualifications of the social studies teachers.

Would you please complete the enclosed questionnaire, returning it in the envelope provided.

The information in the questionnaire will be strictly confidential, being used only for the purposes of the survey. Your name will be removed from the bottom of the questionnaire once I have noted your reply. I am interested in statistics, not individuals.

Thanking you for your kind co-operation.

Yours truly,

B. M. Jones.

COPY OF FOLLOW-UP LETTER SENT TO CERTAIN SOCIAL STUDIES TEACHERS

5115 - 114A Street
Edmonton, Alberta
June 8, 1964

Dear

About a month ago I sent you a questionnaire, requesting that you complete it. I have not received it. Perhaps you have lost the one I sent you; consequently I take the liberty to send you this one, hoping that you complete it.

It also occurred to me that the reason why you have not returned it arises from the manner of my letter accompanying the questionnaire. I noticed that I gave too little information -- in fact I seemed like a stuffed shirt. May I make amends now by giving you some information.

The social studies, as you know, are concerned with the teaching of the social sciences. It is my opinion that Unit Two, which purports to be concerned with economics, in both junior and senior high school social studies is not really economics. Further I contend that economics is not really taught in the social studies in Alberta. And economics I am using in the definitions of such as Ben Lewis and Lionel Robbins, experts in their field.

To support my contention that economics is not taught, I first assume that the quality and quantity of the economics in the social studies depend upon (a) the content of the course of studies, (b) the textbooks, and (c) the economics qualifications of the teacher. Hence I have to examine the textbooks and courses of study for economics content. I also need the qualifications of the social studies teachers for it is my contention that the teachers have the most annoying habit of teaching the principles, and concepts of a subject in spite of the curriculum guide and textbooks. To teach the principles and concepts of a subject one must know the subject. It is my further contention that very few social studies teachers have an economics background.

I am hoping that my study may be of some value when the present social studies curriculum is modified in light of the contemporary thinking on curriculum making.

I hope you can see your way clear to complete my questionnaire and return it.

Yours truly,

B. M. Jones.

APPENDIX B

QUESTIONNAIRE

COPY OF QUESTIONNAIRE SENT TO SOCIAL STUDIES TEACHERS

QUESTIONNAIRE

- I. Please give the number of courses received in economics or political economy below.

No. of courses	No. of courses
Economic theory _____	Economic history _____
Money and Banking _____	International Trade _____
Industrial or Business Organization _____	Economics statistics _____
Economic systems _____	Welfare economics _____
Labour economics _____	Transportation economics _____
Others (Please specify courses with number received.) _____	

- II. University or universities at which you received the education.

- III. Please check the following graduate or post-graduate education you have.

<u>Graduate</u>	Pass	Honours
B. A. Economics	<input type="checkbox"/>	<input type="checkbox"/>
B. Sc. Economics	<input type="checkbox"/>	<input type="checkbox"/>
<u>Post Graduate</u>		
M. A. Economics <input type="checkbox"/>	M. Sc. Economics <input type="checkbox"/>	Ph. D. Economics <input type="checkbox"/>

IV. Please give the number of social science courses you have received other than economics.

	No. of courses		No. of courses
History	_____	Philosophy	_____
Geography	_____	Education	_____
Psychology	_____	Law	_____
Anthropology	_____	Criminology	_____
Sociology	_____	Religion (theology)	_____
Others (Please specify with number of courses received.) _____			

V. Further comments _____

.....

Name. _____

APPENDIX C

NINETY CONCEPTS

LIST OF NINETY CONCEPTS

Ninety concepts abstracted from Economic Education in the Schools.

A Report of the National Task Force on Economic Education. New York:
Committee for Economic Development.

1. THE FACT OF SCARCITY

1a The basic fact which every economic system faces, some much more than others, is scarcity -- the lack of enough productive resources to satisfy all the wants of its members. This basic fact of scarcity gives rise to the need for economizing -- that is, for allocating the available productive resources so as best to satisfy the wants of the people.
p. 23.

1b In this process, the concept of opportunity (or alternative) cost is a central one. p. 23.

2. ECONOMIC SYSTEMS -- THE BIG ECONOMIC PROBLEMS

2a Different economic systems solve these problems differently. p. 25.

2b In fact, most economies are mixed, neither purely private enterprise nor socialist (or communist), neither purely controlled by individual spending nor centrally directed. p. 25.

2c Most economic systems are not only "mixed" in the way they set their goals and manage their resources, they are also constantly changing.
p. 26.

3. HOW THE ECONOMIC SYSTEM USES PRODUCTIVE RESOURCES IN SATISFYING
COMPETING WANTS. An Overview of the Way the System Allocates
Resources.

3a In a basically private enterprise economy, consumers' money demands largely determine what is produced. Businessmen, striving to make profits, try to produce those goods and services which consumers want, and to do so at the lowest possible cost, sometimes also seeking to influence demand through advertising and other selling activities. The profit motive, operating under competitive pressures, largely determines how goods are produced -- with what kinds of machinery, with how much labor, etc. In trying to maximize profits, businesses draw productive resources (such as labor, land, and machinery) into those occupations where they will contribute most to meeting consumer demands; and they pay out incomes to workers, landowners, and other suppliers of productive services. These incomes, in turn, make it possible for consumers to buy the goods they want. Markets, in which prices rise and fall in response to relative demands and supplies, provide the links which mesh together the entire set of consumers and businessmen, each seeking to make the best of his own position and abilities. Thus, it is the demands of individual consumers, coupled with the desire of businessmen to maximize profits (subject to broad social and legal controls) and the desire of individuals to maximize their incomes (consistent with their preferences as to working conditions, occupations, and so on), which together determine what shall be produced and how resources are used to produce it.

3b It is important that students understand the central role which markets and prices play in this process. p. 28.

4. SOME IMPORTANT FACTS AND CONCEPTS CONCERNING RESOURCE USE

4a The stock of productive resources possessed by the Canadian economy. p. 28.

4b The process of converting resources into goods and services which satisfy human wants. p. 28.

4c The factors involved when an economy converts its resources into desired goods and services. p. 29.

4d Labor productivity. p. 29.

4e The students should understand the relationships between saving, investment, and capital formation. p. 29.

4f The principle of diminishing returns. p. 30.

5. THE ROLE OF INCENTIVES, COMPETITION, AND MARKETS

5a It is important for students to see that there are three main types of participants in economic activity. Each has an important role to play, and how effectively each performs its role depends largely on the nature of the economic incentives made available to it. These three groups of participants in the economic process are: households (as consumers and as suppliers of productive services), business firms (which hire productive services and pay out incomes), and governments. p. 30.

5b Individual freedom of choice is central to the "private enterprise way." p. 31.

5c Prices, reflecting shifting demand and supply conditions, are the main regulator of the allocation of scarce resources into production of the most desired goods and services. p. 31.

5d For a private enterprise economy to work well, competition in the market is essential. p. 32.

5e To comprehend the working of markets, the student must understand the main determinants of demand and supply. p. 32.

6. MODERN BUSINESS, ECONOMIC CONCENTRATION, AND MONOPOLY

6a Where monopoly exists to an appreciable degree (in the markets for goods or for labor), society cannot rely on the market to bring about the most effective allocation of resources in response to consumer demands. p. 34.

6b The problem of enforcing reasonable competition is thus a complex and difficult one. p. 34.

6c The federal government plays a major role in enforcing competition through the anti-trust laws. p. 34.

6d Over the past century there has been some tendency towards greater economic concentration, but the general structure of industry has remained relatively stable. p. 35.

6e Many people are concerned about the economic and political consequences of bigness in business, quite aside from the considerations of economic efficiency resulting from lack of effective competition. p. 35.

6f Where monopoly is obviously inescapable, the public has generally authorized regulated "public utilities." p. 36.

6g In the modern Canadian economy, the corporation is the dominant form of business organization. p. 36.

7. GOVERNMENT AND THE ALLOCATION OF RESOURCES (TAXES AND GOVERNMENT SPENDING)

7a Even in a basically free enterprise economy, governments play a significant role in setting priorities and using resources -- that is, in deciding what to produce and how to produce it. p. 37.

7b In a fully employed economy, use of resources in the public sector necessarily implies a diversion of resources from the private sector. p. 37.

7c Government expenditures and taxes have grown rapidly over the past century. p. 38.

7d In the Canadian economy, government services have been largely limited to activities which people believe cannot be effectively provided through the private sector of our type of economy. p. 38.

7e There is considerable disagreement as to whether the public sector should be larger or smaller than it now is. p. 38.

7f Taxes are the main means of diverting incomes (and hence control over resources) from the private to the public sector of the economy. p. 39.

8. THE INTERNATIONAL ALLOCATION OF RESOURCES -- INTERNATIONAL TRADE

8a Canada is increasingly tied to the rest of the world, in economic as well as political matters. Hence it is important that the student be introduced to the study of international economic relations. p. 39.

8b The basic case for specialization and exchange among nations is the same as the case for them within a nation -- that with specialization and exchange a larger total quantity of wanted goods and services can be produced with a given supply of productive resources. p. 40.

8c An important difference between international and domestic trade arises from the fact that different nations use different currencies. p. 40.

8d International balance of payments. This is a summary statement of all the payments one country makes to others and of the payments it receives from other countries during some period of time, say, a year. p. 40.

8e Difference between "balance of trade" and "balance of payments". p. 41.

8f Nations use tariffs and other restrictive devices to limit imports and to increase the excess of exports over imports. p. 41.

8g Although tariffs may give temporary advantages to the countries establishing them, they have generally led to retaliatory tariff increases by other nations and have reduced the total level of international trade. Most economists thus agree that the major result has been to lower rather than to raise total output and living standards in countries using tariffs. p. 42.

9. ECONOMIC GROWTH AND STABILITY

9a Many of our greatest economic problems center around how to obtain stable economic growth, avoiding the excesses of the inflationary booms and depressions. p. 43.

9b Economic stability and growth of total output are among our most important objectives. p. 43.

9c We want growth as well as stability. p. 44.

10. MEASURES OF NATIONAL INCOME AND PRODUCTION

10a The most widely used measure of total output today is known as the "gross national product." p. 44.

11. MAIN FORCES DETERMINING NATIONAL PRODUCTION AND INCOME

11a The upper limit to an economy's real output at any time is set by its stock of productive resources (labor, capital goods, and natural resources) and the technology it has for using these productive resources. p. 45.

11b The level of total output depends on the amount of total spending (effective demand) as well as on the economy's productive capacity.
p. 45.

11c The total output of the economy is bought by three large groups of spenders: consumers, business firms, and governments. p. 45.

11d The largest part of the gross national product is bought by consumer, whose spending is closely tied to their incomes. p. 45.

11e The most volatile component of private spending is that by businesses -- for plant, equipment, and changes in their inventories of materials and finished goods. Private spending on housing (by both business and individuals) also fluctuates sharply. p. 46.

11f Booms and depressions tend to feed on themselves because of the interdependence among different kinds of economic activity. p. 46.

12. THE ROLE OF GOVERNMENT BUDGETS (EXPENDITURES, TAXES, AND BORROWING)

12a We now realize much better than we did a few decades ago that government budget policy can play an important stabilizing role in a potentially unstable economy. p. 46.

12b The difference between the government's tax receipts and its spending represents the government's budgetary surplus or deficit. p. 47.

12c When the government spends more than it collects in taxes (creating a deficit), an increase in the public debt results. p. 47.

12d The burden imposed upon the taxpayer by a growing public debt depends largely on how rapidly the national income is rising. p. 47.

12e A growing public debt has other economic implications besides interest payments that must be financed. p. 47.

13. THE BANKING AND MONETARY SYSTEM

13a The first thing to emphasize is that there is a connection (although not a rigid one) between the amount of money and the level of spending. Spending is done with money. p. 48.

13b A second point to emphasize is that changes in spending can lead to either increases in output and employment or to a rise in prices or to both at the same time. p. 48.

13c Now we can see how changes in the amount of money in circulation (including bank deposits) are related to the level of prices. p. 49.

13d The most important kind of money in Canada is bank deposits -- ie., demand deposits on which people write checks. p. 49.

13e Bank deposits, against which checks can be written, result chiefly from the lending and investing activities of banks. p. 49.

13f Banks are not free to expand their deposits at will. p. 49.

13g It is this close tie between reserves and deposits which provides the monetary authorities with the means to control the lending and deposit-creating activities of the banks. p. 49.

13h The Bank of Canada can control the reserves of the commercial banks. p. 50.

13i It is the responsibility of the Bank of Canada to influence the banking system in such a way as to contribute to economic stability and to promote economic growth. p. 50.

13j A good deal of disagreement exists among the experts as to how effective this kind of monetary management can be in controlling total spending and thus the level of output and the level of prices. p. 50.

13k Virtually all countries desire to maintain some stock of gold since, as we have seen, gold can always be used to meet a deficit in the international balance of payments. p. 50.

13l Both monetary and fiscal (budgetary) policy face difficult problems in trying to eliminate recession and unemployment on the one hand, and inflation on the other. p. 51.

14. THE PROBLEM OF ECONOMIC GROWTH

14a Economic growth is usually measured by the increase in output per capita. p. 52.

14b The upper limit to economic growth is set by the growth in the capacity of the economy to produce. p. 52.

14c Increase in productive capacity generally requires investment (increase in the stock of human and nonhuman capital). p. 52.

14d Economic growth also depends on growth in effective demand (spending). p. 52.

14e It is important to recognize that mere increases in money purchasing power do not necessarily speed economic growth if they exceed the rate of growth in real productive capacity. In that case, they may merely lead to inflation. p. 53.

15. GROWTH AND THE UNDERDEVELOPED ECONOMIES

15a The present generation has seen a revolution in aspirations in the underdeveloped countries. p. 53.

16. THE DISTRIBUTION OF INCOME

16a The third big economic question which all economic systems must answer is: who shall receive the goods and services the economy produces, and in what proportions? p. 55.

16b The money incomes people receive mainly determine the shares of the national output they obtain. In a private enterprise economy, most people receive money incomes as payments for the use of productive services they provide to business firms or the government. p. 55.

16c The four major classes of incomes are wages (and salaries), interest, rent, and profits. p. 55.

16d In a private enterprise economy, people receive incomes roughly in proportion to the value which the market puts on the contributions they make to economic production. pp. 55-56.

17. PERSONAL DISTRIBUTION OF INCOME IN CANADA

17a Significant inequality in personal incomes exists in all societies.
p. 57.

18. LABOR, WAGES, AND LABOR UNIONS

18a High Canadian wages rest fundamentally on the high productivity of Canadian labor. p. 57.

18b It is real wages, not money wages, that determine how well off workers are. p. 58.

18c For real wages to continue to rise, it is necessary that labor productivity also continue to increase. p. 58.

18d Labor productivity may rise both from the activities of workers themselves and from the accumulation of capital and technological and managerial advance. p. 58.

18e Over the past century, and especially since the 1930's, workers have increasingly organized themselves into labor unions to improve their bargaining power vis-a-vis employers. p. 58.

19. FARM INCOMES -- THE "FARM PROBLEM"

19a The "farm problem" should be understood broadly by students. p. 59.

20. THE DESIRE FOR ECONOMIC SECURITY

20a Students should be generally familiar with the various arrangements that directly affect their personal economic security. i.e., compulsory unemployment insurance, federal old-age insurance, life and health insurance, and retirement programs. p. 60.

21. COMMUNISM, SOCIALISM, AND CAPITALISM

21a Every informed Canadian should have a general impression of how other types of economic systems operate, especially communism. p. 61.

21b The allocation of resources in a communist society is determined basically by the central planners, not by free consumer demands. p. 62.

21c Individual economic incentives in the communist societies do not differ greatly from those in the Canadian economy. p. 62.

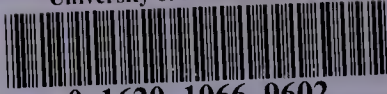
21d In the communist society nearly all capital goods and natural resources are owned by the state. p. 62.

21e A major difference between the communist and private enterprise economies in recent years has been in the importance attached to capital accumulation and the rate of economic growth. p. 63.

21f Communist societies have not suffered from economic instability (booms and depressions) to the same extent that private enterprise economies have. p. 63.

21g In perspective, private enterprise economies have been much more successful than any other type in raising standards of living. p. 63.

University of Alberta Library



0 1620 1066 9602

B29854